

**THE EFFECT OF PREDICTION AND INFERENCE STRATEGY
MASTERY TOWARD READING COMPREHENSION AT
THE SECOND YEAR STUDENTS OF MADRASAH
TSANAWIYAH NURUL HUDA KOTABARU
SEBERIDA INDRAGIRI HILIR RIAU**



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(S.Pd)



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ABSTRACT

Erma Damayanti (2011): The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau.

There are some reasons why the students are hard to get information from reading text. The first, the students do not understand the strategy used in learning process. And it is not optimal in usage. The second, the students have limited vocabulary. Besides that, in learning reading text, the teacher does not give conduction in using the prediction and inference strategy in reading text optimally. In this research, the writer intended to know the effect of the strategy on improving students' reading comprehension by carrying out a research entitled The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. The subject of this research was the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. And the object of this research was to analyze the effect of prediction and inference strategy mastery on students' reading comprehension in Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. Then, in collecting the data, the writer used two tests. Both were prediction and inference strategy mastery test and reading comprehension test. The formula used to analyze the data gathered from the testers was simple regression; it was suitable for determining the effect of the first variable toward the second variable. Based on the writer's findings, it can be seen as a follows:

- a. The students' reading comprehension is sufficient (59, 5%)
- b. The students' prediction and inference strategy mastery is sufficient (61.33%)
- c. There is significant effect of students' prediction and inference strategy mastery toward their reading comprehension. It is 74 % and 26 % is influenced by other factor.

ABSTRAK

Erma Damayanti (2011): Pengaruh dari Penguasaan Strategi Perkiraan dan Menyimpulkan Terhadap Pemahaman membaca pada siswa kelas dua Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau.

Ada beberapa alasan mengapa siswa sulit untuk mendapatkan informasi dari teks reading. Pertama, siswa belum memahami strategy. Dan belum optimal penggunaannya. Kedua siswa memiliki sedikit kosakata. Disamping itu, dalam mempelajari teks reading, guru tidak memberikan arahan yang optimal dalam menggunakan strategi memprediksi dan menyimpulkan secara optimal. Dalam penelitian ini, penulis bermaksud untuk mengetahui pengaruh penguasaan strategi prediksi dan menyimpulkan terhadap pemahaman membaca pada siswa kelas dua dari Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. Subject dari penelitian ini adalah siswa kelas dua madrasah tsanawiyah nurul huda kotabaru seberida Indragiri Hilir Riau. Dan objectnya adalah menganalisa pengaruh dari penguasaan strategi prediksi dan menyimpulkan terhadap pemahaman membaca pada siswa kelas dua madrasah Tsanawiyah Nurul Huda Kotabaru seberida Indragiri Hilir Riau. Selanjutnya, dalam proses pengumpulan data, penulis menggunakan dua tes. Keduanya adalah tes penguasaan prediksi dan menyimpulkan dan tes pemahaman membaca. Rumus yang digunakan oleh menganalisis data yaitu simple regresi, rumus ini cocok untuk menentukan pengaruh dari variabel X terhadap variable Y. Berdasarkan temuan penulis, maka dapat dilihat sebagai berikut:

- a. Pemahaman membaca siswa adalah cukup (59.5%)
- b. Penguasaan prediksi dan menyimpulkan siswa adalah cukup (61.33%)
- c. Dan ada pengaruh yang signifikan dari penguasaan prediksi dan menyimpulkan siswa terhadap pemahaman mereka dalam membaca. Yaitu 74% dipengaruhi oleh penguasaan dalam prediksi dan menyimpulkan dan 26 % oleh faktor lain.

إير ما دا ما يانتي (2011): تأثير استيعاب خطة الافتراض والاستنتاج إلى فهم الطلاب في القراءة اطلبة الصف الثاني بالمدسة الثانوية نور الهدى كوتا بارو سيبير يدا إندرا غيري هيلير رياو.

يلاقي الطلاب المشكلات العديدة في نيل المعومات من أسباب. ' أنهم لم يفهموا خطتها' عدم قدرتهم في استخدامها. السبب الثاني، عدم فهم مترادفات قابلة ثم أن المدرس لم يوضحهم عند تعاليم النصوص القرآنية في استخدام خطة الافتراض والاستنتاج بطريقة كاملة. الهدف من هذا البحث معرفة تأثير استيعاب خطة الافتراض والاستنتاج إلى فهم الطلاب في القراءة اطلبة الصف الثاني بالمدسة الثانوية نور الهدى كوتا بارو سيبير يدا إندرا غيري هيلير رياو. الموضوع في هذاية نور الهدى كوتا بارو سيبير يدا إندرا غيري هيلير رياو بينما المدف هو تحليل تأثير استيعاب خطة الافتراض والاستنتاج إلى فهم الطلاب في القراءة اطلبة الصف الثاني بالمدسة الثانوية نور الهدى كوتا بارو سيبير يدا إندرا غيري هيلير رياو. في جمح البيا تخدمت الباحثة اختبارين اثنين هما اختبار استيعاب الافتراض والاستنتاج واختبار الفهم في. والصيغة التي استخدمتها الباحثة في تحليل البيانات هي معامل بسيط فإن هذه الصيغة مناسبة لتعيين التأثير من المتغير X إلى المتغير Y وهو كما يلي:

. كان فهم ب في القراءة على المستوى كفاية (59,5)

. استيعاب الافتراض والاستنتاج على المستوى كفاية (61,33)

. هناك تأثير دال من استيعاب الافتراض والاستنتاج إلى فهمهم في القراءة. وهو أن الملاحظة

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CHAPTER I

INTRODUCTION

A. The Background of the Research

English as a foreign language has been taught from elementary school up to university. In Junior High School, it is aimed to reach functional level. It means that the students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. Hasibuan and Ansyari (2007: 2) say that in junior high schools, students are able to use English for survival purpose, to communicate for daily needs by reading newspapers and manuals.¹ In educational level there are four skills that should be taught and one of them is reading.

Reading is an activity with a purpose. The purpose for reading also determines the appropriate approach to reading comprehension. Tankersley (2003:90) says that the purpose of reading is to make sense of the text.² It means that readers make connection and be able to process the words read at the thinking level, so reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In reading comprehension, teaching by collaborative strategies is a style for direct interaction between at least two coequal parties voluntary engaged in shared

¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 2

² Karen Tankersley, *The Threads of Reading*, (Virginia USA: Association for Supervision and Curriculum Development, 2003), p. 90

discussion making as they work toward common goal³. Collaboration describes how students work together rather than what they do in reading before, during and after reading. Collaborative strategies for teaching reading comprehension is to help teachers develop students' ability in making meaning from print and visual information.

Research shows that there are many kinds of collaborative strategies in improving reading comprehension. According to Zimmerman and Hutchins (2003:75), there are 7 keys strategies when reading:

1. Activating or building background knowledge,
2. Using sensory images,
3. Questioning,
4. Making prediction and inferences,
5. Determining main ideas,
6. Using fix-up options, and
7. Synthesizing.⁴

A prediction is a statement about the way things will happen in the future, often but not always based on experience or knowledge. Students look at the title of the book, see the picture on the front cover, read the blurb on the back, or notice that our favorite author has written the book. Inference is a difficult skill because there are numerous types of inferences that readers need to make. Some inferences are grammatical, such as recognizing the antecedents for pronouns.

³ Marilyn Friend and Cook Lynne, *Interactions: Collaboration Skills for School Professional. Second Edition*, (New York: Longman, 1996),p. 6

⁴ Susan Zimmerman and Chryse Hutchins, *Seven Keys to Comprehension: How to Help Your Kids Read it and Get it!*, (New York: Three Rivers Press, 2003),p.75

Other inferences help the reader to identify author's biases, provide details about the setting, or figure out the meaning of an unknown word. These are many types of inferences that are crucial in helping the reader comprehend the text. The importance of prediction and inference in reading comprehension stems from the transactional nature of reading event.

Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir riau uses School Based Carriculum (KTSP). Reading in Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau is based on the syllabus that students will be able to read English text and to understand English texts. As indicator, the students are able to identify meaning, the purpose, and use the values of English texts in daily activity.⁵ One of them is narrative text. KKM (passing score) for English subject in Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau is sixty (60). The teacher teaches them by using difference method, almost in every meeting, they not only have reading material but also other language skills, like speaking, writing, and listening. They always introduce new words. Hopefully, by giving the new words students can enlarge their knowledge of strategy to make them easy in reading text.

In fact, some of the students still don not understanding in reading such as in comprehending main idea, summarizing, inferring main ideas, judgments of reality or fantasy, and identification with characters or incidents. These problems will be harmful if the reading teachers cannot cope them. These can influence not

⁵ Dra. Sumarni, *Syllabus of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir regency 2009-2010*, (Kotabaru: unpublished, 2009), p. 7

only on the second year students but also on all classes in Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau.

The writer assumes that some of the students' problems in comprehending the reading text may be caused by the uninteresting learning strategy and less understanding of prediction and inference strategy that have been used by the students in learning reading text. In addition, prediction and inference strategy have been already know that the appropriate technique and strategy can help teacher in teaching and learning process, and it can automatically make students' strategy in reading. Therefore, teachers need to apply the most comprehensive reading strategy to increase the students' reading comprehension achievement in classroom.

The phenomena above can be described as follows:

1. Some of the students do not know the meaning of new words in reading text,
2. Some of the students do not understand the idioms in reading text,
3. Some of the students cannot identify the generic structure in reading texts,
4. Some of the students cannot find out main ideas in reading text, and
5. Some of the students cannot identify the topic of reading text.

Based on the symptoms, the writer feels interested in carrying out a research entitled "The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Kotabaru Seberida Indragiri Hilir Riau".

B. The Problem

1. The Identification of the Problem

- a. Why do not some of the students know the meaning of new words in reading text?
- b. Why do not some of the students understand the idioms in reading text?
- c. Why can some of the students identify the generic structure in reading texts?
- d. Why cannot some of the students find out the main idea in reading text?
- e. Why cannot some of the students identify the topic of reading text?

2. The Limitation of the Problem

To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem. The writer focuses on the effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indrahiri Hilir Riau.

3. The Formulation of the Problem

- a. How is students' reading comprehension?
- b. How is students' prediction and inference strategy mastery?
- c. Is there any significant effect of prediction and inference strategy mastery toward students' reading comprehension?

C. The Object and the Significant of the Research

1. The Objective of the Research

- a. To know reading comprehension of the second year students of Madrasah Tsanawiyah Kotabaru Seberida in Indragirir Hilir Riau
- b. To know prediction and inference strategy mastery of the second year students of Madrasah Tsanawiyah Kotabaru Seberida in Indragiri Hilir Riau.
- c. To know the effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau.

2. The Significant of the Research

- a. To enlarge the writers' knowledge in research activity
- b. As a guide for their teacher how to improve teaching to get good learning strategy
- c. To provide information to the students in order to be able to increase their reading comprehension achievement
- d. The fulfill one of the requirements of S1 degree of Education at English Education Department of Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

D. The Reason for Choosing the Title

1. This topic has not been discussed previously,

2. The topic is relevant to the writer as one of the students of English Education Department,
3. The writer wants to know the effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau.

E. The Definition of the Terms

The terms that are involved in this research need some explanations to avoid misunderstanding and misinterpretation of the terms used in this research, they are as follows:

1. Effect

Hornby (1995:369) says that effect is a change procedure by an action or cause as define⁶. In this research, the writer wants to study about the effect of students' prediction and inference strategy mastery toward their reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. And the writer wants to find out the value of students' reading comprehension by using prediction and inference strategy mastery.

2. Mastery

Hornby (1974:624) states that mastery means a condition of having complete control of knowledge⁷. In this research, Mastery means the

⁶ AS. Hornby, *Oxford the Advance Learner of Current English*, (Oxford International, 1995), p. 369

⁷AS. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press. 1974), p. 624

students' knowledge about how to make prediction and inference toward reading text is.

3. Prediction and inference strategy

Moreillon says (2007:76) that predictions are educated guesses about what will happen next based on what is known from reading text; prediction can also involve readers' background knowledge.⁸ And making inference is a logical guessing in which conclusion based on evidence and things is related closely to the topic which makes sense, employing general and prior knowledge concerning the given topic by readers'.⁹

4. Reading Comprehension

Reading comprehension is the degree to which we understand what we read.¹⁰ And Richards and Schmidt (2002:443) state that reading comprehension is an understanding. It is as a result of readers' perceiving in a written text in order to understand its contents. This can be done silently.¹¹

⁸ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*. (Chicago: American Library Association, 2007).p. 76

⁹ Anna Uhl Chamot, Et Al, *The Learning Strategies Handbook*, (New York, London: Longman), p.25

¹⁰ "Reading Comprehension." *Reading is Good: Book Reviews for Elementary Educators*.2006-2008. Reading Comprehension. Mei, 16, 2011 <http://www.readingisgood.com/2008/05/comprehension-a-definition/>

¹¹ Jack C. Richard and Richard Schmidt, *Longman Dictionary Language Teaching and Applied Linguistics, Third Edition* (London: An Imprint of Pearson Education, 2002), p. 443

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is an important language skill. As one of the basic skills of English, reading is an active process which forces students to be active participants in several skills in English. Tankersley (2003:2) says that reading is a complex process made up of several interlocking skills and process.¹ Reading can be described as an activity with a purpose. Students may read in order to gain information or verify existing knowledge or in order to critique writers' ideas or writing style. Students may also read the books or texts for enjoyment.

Hasibuan and Ansyari (2007:114-115) say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.² The texts, presents letters, words, sentences, paragraphs that encode meaning. It means that during the presumable process, many things are happening. Students are not only looking at print, deciphering in some sense the marks on the page, but also deciding what they mean and how they relate to each other. Therefore, reading is taught in the class as main object toward that is reading comprehension.

Gillet and Charles Temple in Agvemi Zulhadi Alga (2009), reading comprehension is the search for meaning, actively using our knowledge, of the

¹ Karen Tankersley, *The Threads of Reading*, (Virginia USA: Association for Supervision and Curriculum Development, 2003), p. 2

² Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114-115

world and of texts to understand each new thing we read.³ In addition, Hasibuan and Asnyari state that reading is thus much more than decoding.⁴ It is dealing with the purpose of junior high school level; the students are able to use English for survival purpose to communicate for daily need such as to read newspaper and manual.

Besides that, Vaughn and Thomson (2004:138)⁵ state that reading comprehension is the ability to understand and get meaning from written language. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Moreover, reading comprehension is an important skill that should be taught by teacher to achieve the purpose of the school curriculum. These are Barrett Taxonomy⁶:

1. Literal comprehension focuses on ideas and information which are explicitly stated in the reading section; recognition and recall.
2. Reorganization requires the student to analyze, synthesize, and / or organize ideas or information explicitly stated in reading section. The students may utilize the statements of the author verbatim, or he/she may paraphrase or translate the author statements: Classifying, outlining, summarizing, synthesizing.

³ Agvemi Zulhadi Alga, *The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMA 1 Cerenti*. (Unpublished: Pekanbaru. 2009), p. 8-9

⁴ Kalayo Hasibuan and Muhammad Fauzan Ansary, Op.Cit, p. 115

⁵ Sharon Vaughn and Sylvia Linan Thomson, *Research-Based Methods of Reading Instruction Grades K-3*.(Alexandria, Virginia USA: ASCD.2004), p. 138.

⁶ *Barrett's Taxonomy of Reading Comprehension*. Barrett's Taxonomy. 23 April. 2011 <http://teacherpages.nhcs.net/schools/parsley/karlysokolowski/Documents/ReadingComprehension/Barrett%27s%20Taxonomy%20of%20Reading%20Comprehension.pdf>, p. 68-69

3. Inferential comprehension is demonstrated by the student when he/she uses the ideas and information explicitly stated in reading section, his or her intuition, and his or her personal experiences as a basis for conjectures and hypothesis. The student may infer: supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, predicted outcomes, and figurative language.
4. Evaluation requires responses by the student which indicate that an evaluation judgment has been made. The student may compare ideas presented in the reading selection with external provided by teacher or with internal criteria provided the student's experiences, knowledge, or values. Evaluative thinking may be demonstrated by asking the student to make the following judgments: reality or fantasy, fact or opinion, appropriateness, and worth, desirability, and acceptability
5. Appreciation (Affective Domain) involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. These are: emotional response to the content, identification with the characters or incidents, reaction to the author's use of language, and imagery.

Based on some theories above, we can know that reading comprehension is an activity to draw and to understand of print and visual information or text. It

is a process of simultaneously extracting and constructing meaning. Reading comprehension can be affected by using previous knowledge about the subject. Students use their prior knowledge to make prediction and inference about the text that they are reading. Till they can to interact with the text, asking questions, making predictions, finding answers, and thoughtfully exploring ideas with the author⁷.

2. The Context of Prediction and Inference Strategy Mastery

In teaching reading comprehension teacher or educator needs collaborative strategies to ensure students achievement. Collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal⁸. Collaborative strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts, especially in reading comprehension; readers need prediction and inference strategy as a strategy that can help them in interacting with the text. Zimmermann and Hutchins as quoted by Moreillon (2007:11) identify seven reading comprehension strategies; one of them is prediction and inference strategy.⁹

a. Prediction

Prediction is thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge and/

⁷June Hetzel, "Reading in the Elementary Classroom Chapter Two: Passage Comprehension". 2000. Mei, 16, 2011 <http://pdfsearchpro.com/what-is-reading-comprehension-doc.html#>

⁸Marilyn Friend and Cook Lynne, *Interactions: Collaboration Skills for School Professional. Second Edition*, (New York: Longman, 1996), p.6

⁹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*. (Chicago: American Library Association, 2007), p. 11

or on information you encounter during the task¹⁰. Students use prediction in reading comprehension to know about what will happen next or with inference drawn from the author's or illustrator's creations. It is used what is known from reading text.

Making prediction can be before reading, during reading, and after reading actively. Moreillon (2007:11) states that readers who make predictions and inferences before, during, and after they read are actively engaged in meaning-making¹¹. Prediction is fundamental to reading comprehension¹² from transactional nature of reading event and it will interpret the text. Predictable texts are a logical choice to build students' confidence in their ability to predict individual words or story elements. Prediction or inference can be based on three kinds of prior knowledge:

1. Prior knowledge about the purpose of the reading,
2. Prior knowledge about the topic, and
3. Prior knowledge about type of text.¹³

b. Inference

Inference is logical guessing by using context clues¹⁴. An inference is taking information you already know or can see the logical fact. According to Gerald G. Duffy (2009:101) inferring is the ability to "read between the

¹⁰ Anna Uhl Chamot, *The Learning Strategies Handbook*, (New York, London: Longman), p.18

¹¹ Judi Moreillon, p. 11

¹² Gerald G. Duffy, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press. 2009), p. 101

¹³ Gerald G. Duffy, Op. Cit, p. 20

¹⁴ Anna Uhl Chamot, Op.cit, p. 16

lines” or to get the meaning an author implies but does not state directly.¹⁵

Inference requires that each reader constructs a meaning that makes the text a reflection of her or his experience.

Prediction and inference is educated guesses about what will happen next involve readers’ background knowledge . then make inference to interpret the text, so conclusions or interpretations are a critical part of reading comprehension.

3. The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension.

Duffy (2009: 16)¹⁶ states that it is has been estimated as much as 50-60% of successful comprehension is tied to background knowledge. Prediction and inference before, during, and after reading are comprehension strategies that can appeal to reader’s sense of adventure and challenge. One important aspect of teaching Reading comprehension is recognizing that whether students’ logical prediction or inference matches the authors’ and illustrations’ intentions is not a significant as the students’ active interaction with the text.

In teaching reading comprehension, the teacher needs students’ prediction and inference strategy mastery to help students become more successful learners and become independent learners¹⁷. The students’ mastery in prediction and inference strategy are students’ knowledge how to make prediction and inference toward reading text. The students use their prior knowledge and information from what they read to make prediction, seek answers to question, draw conclusion and

¹⁵ Gerald G. Duffy, Ibid, p. 122

¹⁶ Geral. G Duffy, Ibid, p. 16

¹⁷ Anna Uhl Chamot, Anna Uhl Chamot , et. al, Loc. Cit, p..2

create interpretations that deepen their understanding of the text. Besides that, Chammot, et. Al (1999:2) state that predicting involves the kinds of the words, phrases, and information that can expect to encounter based on your background and/or on information you encounter during the task. Inference involves guessing the meaning of unfamiliar language based on what you know, the content, the language and other contextual clues¹⁸.

So, in reading narrative text, students are making prediction from the cover, title, and the other clues to know the topic, setting of the story, and the end of the story. And making inference in guessing the meaning of unfamiliar language based on what they know, about the content, and other contextual clues. Making prediction and inference is using the readers' prior knowledge in narrative text.

So, the students' prediction and inference strategy mastery are:

1. The students add an inference to draw conclusions that have been read,
2. The students create an inference by connecting their background knowledge with clues from the texts or the picture,
3. The students can infer the meaning of unknown words by using the context of the sentence,
4. The students make an educated guess as to what will happen,
5. The students are reading all of the clues and making best guess,

¹⁸ Anna Uhl Chammot, et.al. Ibid, p.19 and 25

6. The students use inferential thinking to get a sense.¹⁹

B. The Operational Concept

The operational concept is a concept as a guidance that is used to avoid miss understanding used scientifically in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. There are two variables used in this research.

They are:

Variable X is prediction and inference strategy mastery

Variable Y is reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau.

Variable X is the independent variable:

The students use their prior knowledge and information what they read, seek answers to questions, draw conclusions and create interpretations that deepen their understanding of the text. The indicators are:

1. The students make an educated guess as to what will happen,
2. The students add an inference to draw conclusions that have been read,
3. The students create an inference by connecting their background knowledge with clues from the texts or the picture,
4. The students can infer the meaning of unknown words by using the context clues of the sentence,
5. The students are reading all of the clues and making best guess,

¹⁹ Susan Zimmermann, *The 7 Keys to Comprehension*, (www.susanzimmermann.com), p12

6. The students use inferential thinking to get a sense.

Variable Y is the dependent variable, the indicators are:

1. The students can identify the ideas or information explicitly in reading text,
2. The students can analyze the ideas or information explicitly stated in reading text,
3. The students can demonstrate the ideas and information explicitly stated in reading text,
4. The students can make an evaluative judgment by comparing ideas presented in reading text. These are stimulated by teacher's questions, and
5. The students have emotionally and aesthetically sensitivity by appreciation. The students have well emotional and aesthetic to work and to have reaction to the worth of it psychological and artistic elements.

C. The Relevant of the Research

Syafi'I (2007:122)²⁰ states that relevant research is required observe some precious researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what point that was focused on, inform the designs, finding and conclusion of the previous research, that of:

- a. The research conducted by Kholidin entitled *The Second Year Students' Ability in Making Inference from Reading Comprehension Texts at SMAN 12 Pekanbaru*. He found the highest frequency and percentage achieved by the second year students of SMAN 12 Pekanbaru in

²⁰ M. Syafi'i, S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif . 2007), p.122

making inference is “good” classification which is achieved by 11 students.

- b. The research conducted by Suraini entitled *The Correlation Between Students’ English Language Learning Strategies of MTSN Bengkalis (2009)*. She found that there were:

1. There is no positive significant relationship between students’ English language learning strategies and their reading comprehension at the second year students of MTsN Bengkalis.
2. The coefficient of r observed in the correlation between students language learning strategies and their reading comprehension is 0.159. It means that if the students’ language learning strategies is bad, their comprehension of reading is also bad.

- b. The research conducted by Reni Heppy Meita entitles *The Correlation Between Student’ Mastery in Information Questions and their Reading Comprehension at second Year of SMPN I Kuantan Mudik* . She found that is significant correlation between students’ mastery in information question and their reading comprehension at the second year of SMPN 1 Kuantan Mudik.

D. The Assumptions and the Hypotheses

1. The Assumptions

There are some assumptions before coming to the hypothesis of this research. They are:

1. The students of the second year Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau are able to use prediction and inference strategy in learning English, and
2. Prediction and inference strategy can contribute students' reading comprehension.

2. The Hypotheses

Ho: There is no significant effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. Ha: There is a significant effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau.

CHAPTER III

RESEARCH METHOD

A. The Location and the Time of the Research

The research was conducted at Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau. It was located in Jl. Riau Ujung, No. 114, Kotabaru Seberida in Indragiri Hilir Riau. It was conducted in June 2011.

B. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research was the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru in Indragiri Hilir Riau.

2. The Object of the Research

The object of this research is the effect of prediction and inference strategy mastery and their reading comprehension.

C. The Population and the Sample of the Research

The population of this research was the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Kotabaru Indragiri Hilir Riau in 2011-2012 academic years. The total number of the population was 76 students. It consisted of two classes; 38 students in class A, and 38 students in class B.

In taking the research sampling, the writer used random sampling technique. The writer needed 40% students for each class. And was got 30 students respondents as the sample to take the data.

Table. III. 1
The Total Population of the Second Year Students of MTS Nurul Huda

No	Class	Number of students	Sample(40%)
1	VIII A	38	15.2
2	VIII B	38	15.2
Total		76	30.4

According L.R. Gay and Peter Airasian (2000:326)¹, Statistical significance depends on the sample size. To demonstrate a true relationship, small sample size requires higher correlation coefficients than large sample size.

D. The Research Design

The design of this research is correlational research. Correlational reaseach is the same with cause-effect to predict the relationship of two variables². The first variable is prediction and inference strategy mastery as the independent variable (X) and the second variable is the students' reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida in Indragiri Hilir Riau as the dependent variable (Y).

E. The Instrument and Technique of Data Collection

In order to get the data for this research, the writer used a test. According to Sudjiono³ test is a tool or procedure to make value. Therefore, the writer collects the data by using test to obtain the effect of students' prediction and inference strategy mastery and their reading comprehension. It was multiple choice tests.

¹L. R. Gay and Peter Airasian, *Educational Research; Competencies for Analysis and Application*, Sixth Edition (New Jersey: Prentice-Hall, 2000), p. 326

²L. R. Gay and Peter Airasian, *Ibid*, p.322

³Anas Sudjiono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Rajagrafindo Persada, 2008), p. 66

Multiple choice tests were used to predict the correlation of cause effect,⁴ so it was better to the writer to used multiple choice tests in collecting the data which consists of twenty items. The students were asked to choose one correct answer. To analyze the item, the writer used the formula:

$$S = \frac{B}{N} \times 100 \text{ (Skala 0 – 100)}$$

While:

B: The right choice

N: The total questions⁵

According to Arikunto, there are some categories to evaluate the students' comprehension in reading text. The test is composed of 20 items and each item was given score 5.⁶ The scale is:

Table. III.2
The Scale of Students' Reading Comprehension by Using Prediction
and Inference Strategy

The Score of Reading Comprehension Level	Category
80-100	Very good
66-79	Good
56-65	Sufficient
40-55	Less
30-39	Fail

⁴Zaenal Arifin, *Evaluasi Pembelajaran*; Prisif, Teknik, Procedure, (Bandung: PT. Remaja Rosdakarya, 2009),p. 138

⁵Zaenal Arifin, *Ibid.*p. 229

⁶ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi*. (Jakarta: Bumi Aksara, 2009), p. 245.

In giving the test, the writer used tests twice of prediction and inference strategy mastery and reading comprehension as well. It was to get the validity of the test and reliability of the test before taking the data to analyze.

F. The Validity and Reliability of the Test

3. Validity

Every test, whether it is a short, informal classroom test or public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended measure.

Heaton (1988: 159) in Agvemi Zulhadi Alga (2009:23) states that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about prediction and inference strategy mastery, the writer acquired to show the score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly.

Heaton (1991: 178), the formula for item difficulties is as follows:

$$FV = \frac{R}{N}$$

Where:

FV: Index of difficulty or facility value

R : The number of correct answers

N : The number of examiners or students⁷

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluded from the test and they were changed with the new items that are appropriate. Arikunto (2009:210) states that prepared in practice to items with facility values between 0.30 up to 0, 70.⁸

4. Reliability

According to Brown (2003:27)⁹, that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability is related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be

⁷ Agvemi Zulhadi Alga, *The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMA 1 Cerenti*. (Unpublished: Pekenbaru. 2009), p. 23

⁸ Suharsimi Arikunto, Op.cit. p. 210

⁹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

valid without first being reliable. To know the reliability of the test, the writer used the following formula;

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{n(m-N)}{N x^2} \right]$$

While:

r_{ii} = the reliability

N = the number item of tester

m = the mean score of tester of the test

X = the standard deviation of the test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. According to Heaton (1988:162) in Agvemi Zulhadi Alga (2009:24)¹⁰ explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing, and
- b. The administration of the test, clearly this is an important factor in deciding reliability.

According to Heaton (1988: 164) the Categories of test reliability are as follows:

0.0 – 0.20 = Reliability is low

0.21 – 0.40 = Reliability is sufficient

0.41 – 0.70 = Reliability is high

¹⁰ Agvemi Zulhadi Alga, Op.cit, p. 24.

0.71 – 1.0 = Reliability is very high¹¹

Statistically hypothesis:

$H_0 = r_{o \quad rt}$

$H_a = r_{o \quad rt}$

G. The Data Analysis Technique

To analyze the collected data, the writer established some categories of classifying the result of the test as main instruments of this research, adopted from Brown (1988: 135), the score range is as follows:

$$= a + bX$$

Where:

= estimated Y score

a = intercept

b = slope

X = X variable score¹²

According to Arikunto (2010:339-342)¹³ states that in regression, analyzing simple regression or multiple regressions there are three principles that should be found, there are:

- a. Regression line, it is the line that indicates the correlation between the variable X and variable Y,
- b. Standard error of estimate, and

¹¹ J.B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

¹² James Dean Brown, *Understanding Research in Second Language Learning; a Teacher's Guide to Statistics and Research Design*, (New York: Cambridge University Press, 1988), p. 135.

¹³ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*. (Jakarta: Penerbit Rineka Cipta. 2010), p. 339-342.

- c. Coefficient correlation (r) the number that is indicates the correlation between the variables strongly.

The r -table employed was to see whether or not there is significant effect of prediction and inference strategy mastery toward reading comprehension in both prediction and inference strategy test and reading comprehension test. Hartono (2008: 87-88) states that r -observes is consulted with value of r -table at the freedom $df = N - nr$

Where:

df = degree of freedom

N = Number of cases

Nr = Number of variable¹⁴

¹⁴ Hartono, *Statistik Untuk Pendidikan*. (Pekanbaru: Zanafa Publishing, 2008)pp. 87-88.

CHAPTER IV

PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. The Description of Research Variable

The aims of this research was to find out the effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau. The writer presented the study that consisted of two variables namely; the independent variable is X refers to “students’ prediction and inference strategy mastery” while; dependent variable is Y, “students’ reading comprehension”. The data was obtained by using test. The test was used to obtain the effect of prediction and inference strategy mastery and their reading comprehension. The sample taken was 30 students’ and the test consisted of 20 items multiple choices for prediction and inference strategy mastery test and reading comprehension test.

The steps in finding out students’ prediction and inference strategy mastery as in the following:

a. Prediction and Inference Strategy Mastery (variable X)

Table IV.1

Students' Score of Prediction and Inference Strategy Mastery

Students	X	Category
Student 1	50	Less
Student 2	55	Less
Student 3	55	Less
Student 4	65	Enough
Student 5	45	Less
Student 6	65	Enough
Student 7	60	Enough
Student 8	50	Less
Student 9	55	Less
Student 10	60	Enough
Student 11	60	Enough
Student 12	75	Good
Student 13	50	Less
Student 14	70	Good
Student 15	80	Very Good
Student 16	55	Less
Student 17	75	Good
Student 18	65	Enough
Student 19	70	Good
Student 20	75	Good
Student 21	55	Less
Student 22	50	Less
Student 23	65	Enough
Student 24	35	Less
Student 25	45	Less
Student 26	50	Less
Student 27	70	Good
Student 28	70	Good
Student 29	60	Enough
Student 30	50	Less
	1785	

Table. IV.2
Percentage of Prediction and Inference Strategy Mastery

No	Category	Frequency	Percentage
1	Very good	1	3.33%
2	Good	7	23.33%
3	Sufficient	8	26.66%
4	Less	13	43.33%
5	Failed	1	3.33%
		30	100%

From the table showed above, it can be seen that the students' prediction and inference strategy mastery in answering multiple choice test can be categorized into very good, good, enough, and less. It can be seen that the students' who are very good is 1 Student (3.33%), the students' who get good category are 7 students (23.33%), while for enough category are 8 students (26.66%), and the students who get less category are 13 students (43.33%). The last, student who is failed is 1 student (3.33%).

b. Students' Reading Comprehension (Variable Y)

Table IV.3

Students' Score of Reading Comprehension

Students	Y	Category
Student 1	50	Less
Student 2	55	Less
Student 3	60	Enough
Student 4	70	Good
Student 5	50	Less
Student 6	70	Good
Student 7	65	Enough
Student 8	55	Less
Student 9	55	Less
Student 10	65	Enough
Student 11	55	Less
Student 12	75	Good
Student 13	60	Enough
Student 14	75	Good
Student 15	80	Very Good
Student 16	60	Enough
Student 17	75	Good
Student 18	60	Enough
Student 19	70	Good
Student 20	75	Good
Student 21	60	Enough
Student 22	45	Less
Student 23	70	Good
Student 24	45	Less
Student 25	35	Less
Student 26	65	Enough
Student 27	60	Enough
Student 28	65	Enough
Student 29	60	Enough
Student 30	55	Less
	1840	

Table. IV.4
Percentage of Reading Comprehension

No	Category	Frequency	Percentage
1	Very good	1	3.33%
2	Good	8	26.66%
3	Enough	11	36.66%
4	Less	9	30%
5	Failed	1	3.33%
		30	100%

From the table above, it can be seen that the students' reading comprehension in answering the multiple choice test can be categorized into very good, good, enough and less. It can be seen that the students who get very good is 1 student (3.33%), the students who get good category are 8 students (26.66%), the students who get enough category are 11 students (36.66%), and the students who get less category are 9 students (30%). And the category of failed is 1 student (3.33%).

**c. The Effect of Students' Prediction and Inference Strategy
Mastery toward Their Reading Comprehension**

Table. IV.5
The Result of Variable X and Y

Students	Score	
	Prediction and Inference Test	Reading Comprehension test
Student 1	50	50
Student 2	55	55
Student 3	55	60
Student 4	65	70
Student 5	45	50
Student 6	65	70
Student 7	60	65
Student 8	50	55
Student 9	55	55
Student 10	60	65
Student 11	60	55
Student 12	75	75
Student 13	50	60
Student 14	70	75
Student 15	80	80
Student 16	55	60
Student 17	75	75
Student 18	65	60
Student 19	70	70
Student 20	75	75
Student 21	55	60
Student 22	50	45
Student 23	65	70
Student 24	35	45
Student 25	45	35
Student 26	50	65
Student 27	70	60
Student 28	70	65
Student 29	60	60
Student 30	50	55
	1785	1840

Before the item would be used to get the data, all of items were tried out. The try out meant was to know the facility value. The facility value itself was used to find out the level of difficulty the standard facility value used was 0.30 up to 0.70 the items that could not fulfill the standard value was replaced. The facility value under 0.30 was considered difficult and above 0.70 was considered easy. The level of difficulty was used to show how easy and difficult an item was. For example, if the item number 1 in reading comprehension was correct answer by 19 students out of 30 students. The difficult could be calculated as follows:

$$FV = \frac{R}{N}$$

$$FV = \frac{19}{30}$$

$$FV = 0.63$$

If the facility value was changed into percentage, it could be calculated $0.63 \times 100\% = 63\%$. The facility value was considered standard, and could be used to get the data. In other words, the items did not need the changing. After doing try out, the writer found that there were some items that needed to be modified, rewritten or improved because they did not fulfill the standard. These was no items of number prediction and inference strategy mastery test, and 4, 5, and 11 of reading comprehension test.

This consisted of two variables namely, the dependent variable (X) that refers to the students' prediction and inference strategy mastery and independent variable (Y) refers to students' reading comprehension. The formulation of the problem that should be analyzed in this chapter as well as to find the answer of the questions as follows:

- a. How is students' prediction and inference strategy mastery?,
- b. How is students' reading comprehension?, and
- c. Is there any significant effect or prediction and inference strategy mastery toward their reading comprehension?

B. Analysis the Data

The data analysis data was using SPSS version 16.0, can be seen as in the following:

1. The Students' Prediction and Inference Strategy Mastery

Based on the description of the test to the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberda Indragiri Hilir Riau, the students' prediction and inference strategy mastery are analyzed as follows:

1. Very good; the students' prediction and inference strategy mastery range is between 80-100 = 1 students (3.33%)
2. Good; the students' prediction and inference strategy mastery range is between 66-79 = 7 students (23.33%)
3. Enough; the students' prediction and inference strategy mastery range is between 56-65 = 8 students (26.66%)
4. Less; the students' prediction and inference mastery range is between 40-55 = 13 students (43.33%)
5. And Failed; students' prediction and inference strategy mastery range is between 30-39 = 1 student (3.33%).

The writer formulates the students' prediction and inference strategy mastery at the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberida Indragiri Hilir Riau by using formula:

Score X	f	fX
80	1	80
75	3	225
70	4	280
65	4	260
60	4	240
55	5	275
50	6	300
45	2	90
40	-	-
35	1	35
	N = 30	fX = 1785

$$\text{Mean} = \frac{\sum fX}{N}$$

$$Mx = \frac{1785}{30}$$

$$= 59.5$$

From the table above, it can be seen that mean of students' prediction and inference strategy mastery score is 59.5. It is enough level, so it can be concluded that the students' prediction and inference strategy mastery is **sufficient** level.

2. The Students' Reading Comprehension

Based on the description of the test to the second year students of Madrasah Tsanawiyah Nurul Huda Kotabaru Seberda Indragiri Hilir Riau, the students' reading comprehension is analyzed as follows:

1. Very good; the students' reading comprehension range is between 80-10 = 1 students (3.33%)
2. Good; the students' reading comprehension range is between 66-79 = 8 students (26.66%)
3. Enough; the students' reading comprehension range is between 56-65 = 8 students (36.66%)
4. Less; the students' reading comprehension range is between 40-55 = 9 students (30%)
5. And Failed; students' reading comprehension range is between 30-39 = 1 student (3.33%).

Score Y	f	fX
80	1	80
75	4	300
70	4	280
65	4	260
60	7	420
55	5	275
50	2	100
45	2	90
40	-	-
35	1	35
	N = 30	fX = 1840

$$\text{Mean} = \frac{\sum fx}{N}$$

$$\text{Mean} = \frac{1840}{30}$$

$$\text{Mean} = 61.33$$

From the table above, it can be seen that mean of students' reading comprehension score is 61.33. It is enough level, so, it can be concluded that the students' reading comprehension is **sufficient**.

3. The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension (X&Y).

Table. IV.6
The Result of Variable X and Y

Students	Score	
	Prediction and Inference Test	Reading Comprehension test
Student 1	50	50
Student 2	55	55
Student 3	55	60
Student 4	65	70
Student 5	45	50
Student 6	65	70
Student 7	60	65
Student 8	50	55
Student 9	55	55
Student 10	60	65
Student 11	60	55
Student 12	75	75
Student 13	50	60
Student 14	70	75
Student 15	80	80
Student 16	55	60
Student 17	75	75
Student 18	65	60
Student 19	70	70
Student 20	75	75
Student 21	55	60
Student 22	50	45
Student 23	65	70
Student 24	35	45
Student 25	45	35
Student 26	50	65
Student 27	70	60
Student 28	70	65
Student 29	60	60
Student 30	50	55
	=1785	=1840

4. Analysing the data by using SPSS 16.0, as a bellow:

1. Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.737	.728	5.43414

a. Predictors: (Constant), X

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2319.829	1	2319.829	78.559	.000 ^a
	Residual	826.837	28	29.530		
	Total	3146.667	29			

a. Predictors: (Constant), X

b. Dependent Variable: Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.949	5.659		2.111	.044
	X	.830	.094	.859	8.863	.000

a. Dependent Variable: Y

Curva Fit**Model Description**

Model Name	MOD_1
Dependent Variable	Y
Equation	Linear
Independent Variable	X
Constant	Included
Variable Whose Values Label Observations in Plots	Unspecified

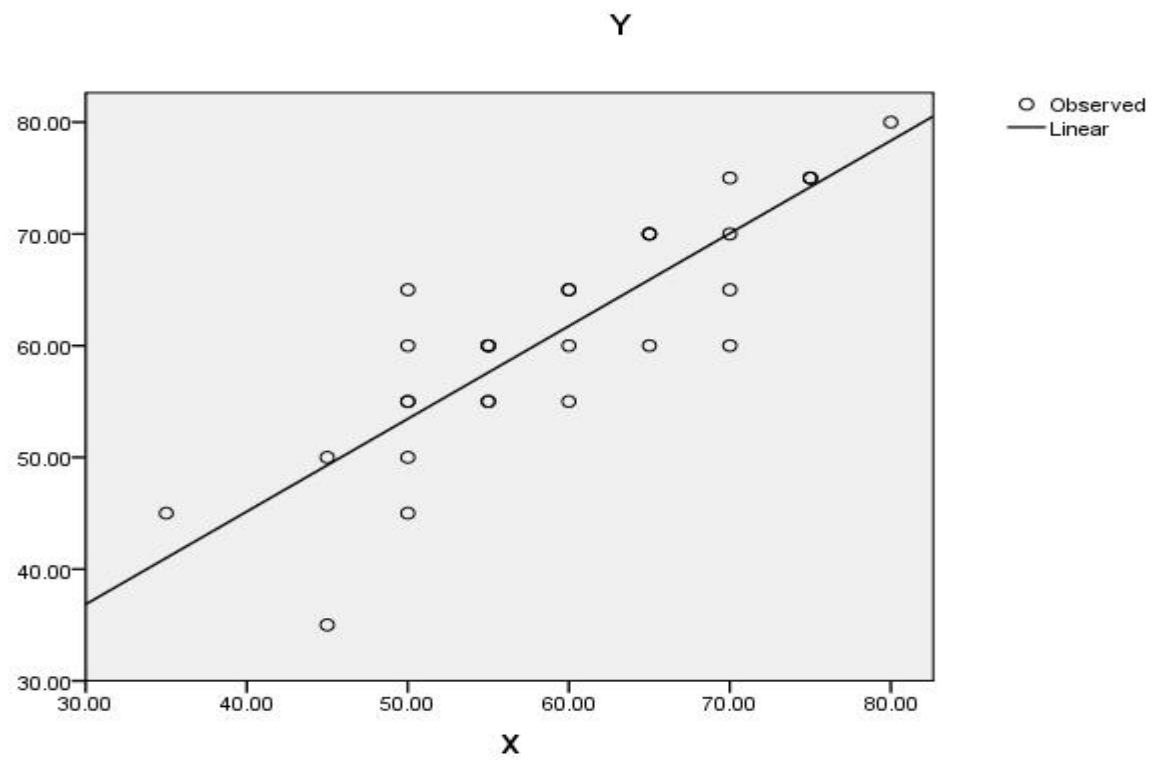
Model Summary and Parameter Estimates

Dependent Variable: Y

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.737	78.559	1	28	.000	11.949	.830

The independent variable is X.

Figure. 1.
Scatterplot of Prediction and Inference strategy mastery toward reading
comprehension



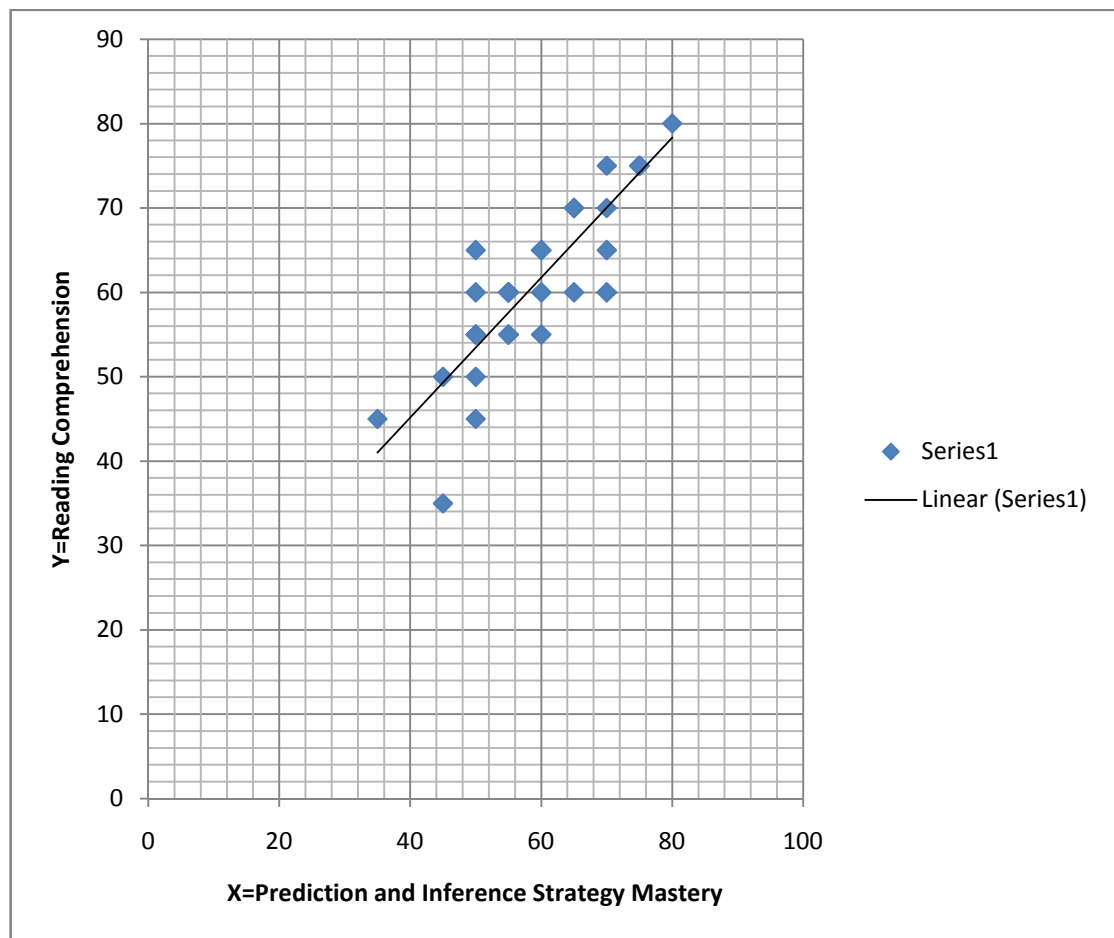


Figure. II.

Curva Linear relationship

Prediction and inference strategy mastery toward reading comprehension

Table IV. 7
DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
X	61.3333	10.77593	30
Y	59.5000	10.41661	30

Based on the table above, it can be seen that Mean (Mx) and standard deviation () of variable (X) or Prediction and inference strategy mastery are 61.3333 and 10.77593, while the Mean (Mx) and standard deviation of variable (Y) or students' reading comprehension are 59.5000 and 10. 41661. The following table describes the effect of prediction and inference strategy mastery toward their reading comprehension.

Table IV. 8
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2319.829	1	2319.829	78.559	.000 ^a
Residual	826.837	28	29.530		
Total	3146.667	29			

a. Predictors: (Constant), X

b. Dependent Variable: Y

From the table above, it can be seen that Fo is 78.559 and df regression is 1, df residual is 28 and total df is 29. The Fo obtained is compared to F table either at 5% or 1%. At level 5%, F table is (4.20) and at level 1% , F table is (7.64). Based on F table, it can be analyzed that F observed is higher than F table

either at level 5% or 1%. In other words, we can read ($4.20 < 78.559 > 7.64$). So that, the writer can conclude that H_0 observed is rejected and H_a is accepted. It means that there is positive significant effect of prediction and inference strategy mastery toward reading comprehension at the second year students of Madrasah Tsanawiyah Nurul huda Kotabaru seberidda Indragiri Hilir Riau. Finally to determine the percentage of the effect of prediction and inference strategy mastery toward reading comprehension, it must be determined by the r^2 . To know r^2 , the writer uses formula: $r^2 = R^2 = \frac{SS\ Reg}{SS\ total} = r^2 = R^2 = \frac{2319.829}{3146.667} = 0.7372337$ (0.74)

Table. IV. 9
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.737	.728	5.43414

a. Predictors: (Constant), X

From the table above, it is known that r^2 (r square) is 0.737 (0.74). After that r^2 (0.74) X 100 and the result is 74, so the writer can conclude that the effect of prediction and inference strategy mastery toward reading comprehension is 74% and the rest 26% is influenced by other factor.

The data by using simple regression equation to predict the effect prediction and inference strategy mastery toward students' reading comprehension.

The formulation is:

$$\begin{aligned}
 &= a + bX. \\
 &= 11.949 + 0.859(45) \\
 &= 11.949 + 38.65 \\
 &= 50.604
 \end{aligned}$$

In other words, the estimated score on the prediction and inference strategy mastery test (\hat{Y}) for a student with 45 reading comprehension score in class is 50.604. So, it can be predicted that the value of (\hat{Y}) or reading comprehension is 50.604.¹

Table. IV. 8
Hypothetical Descriptive Statistics for the Study in the data above.²

Statistic	Prediction and Inference Strategy Mastery	Reading Comprehension
N	30	30
X	1785	1840
Low-high	35-80	35-80
Range	5	5
regression*		
Slope (b)	0.859	
Intercept (a)	11.949	
r	0.86	
r ²	0.74	

¹ Hartono, *Statistik untuk pendidikan*, (Pekanbaru: Zanaf Publishing, 2008)pp. 163

² James Dean Brown, *Understanding research in second language learning; a teacher's guide to statistics and research design*, (New York: Cambridge University Press: 1988), p. 137

According to Brown (1988:138) relationship represented in scatter plot would take the linear relationship of a strong positive or negative correlation. Linearity in the curve indicates a relationship between variables.

C. Hypothesis Testing

As it was mentioned in the previous chapter, the students' Prediction and inference strategy mastery is categorized into sufficient. It can be seen from the level 61.33%. And then, students' reading comprehension is categorized into sufficient also. It can be seen from the level 59.5%.

Meanwhile, the third formulation of this research, there is significant effect of prediction and inference strategy mastery toward students' reading comprehension is accepted. It can be identified based on the final result of the data analysis derived from students' ability in reading comprehension in reading comprehension test. The score is:

Degrees of freedom:

There are 30 students, so,

$$df = N - 2.$$

It is to be: $df = 30 - 2 = 28$.

It is r_{table} ; 4.20 in 5% and 7.64 in 1%.

Thus, H_a is accepted because the probably score is $4.20 < 78.559 > 7.64$.

Therefore, H_o is rejected because the result $r_{observed}$ is higher than r_{table} .

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer summarizes what she has done for her scientific study. The summary will be focused on three parts; theoretical conclusion, research finding, and suggestion. All these parts are aimed to any readers who would like to know and take the essential points of the writing. It also means as complement to end the scientific writing, so that problems which have been discussed from chapter I to chapter V above are answered definitely.

A. Conclusion

Based on the data presentation and analysis in the previous chapter, it is concluded that

1. The students' prediction and inference strategy mastery is "sufficient" (59.5%). The data has been explained in chapter IV
2. The students' reading comprehension was categorized "sufficient" (61.33%). The data has been explained in chapter IV
3. The students' prediction and inference strategy mastery have effect toward their reading comprehension. It is $r_{observed} = 78.559$ biggest than $r_{table} = 4.20$ in 5% and 7.64 in 1%. The effect of students' prediction and inference strategy mastery toward their reading comprehension 74% and 26% other factor. The data has been explained in chapter IV.

B. Suggestion

1. To the Teacher

- a. The teacher should socialize prediction and inference strategy to their students to improve their reading skills,
- b. The teacher suggested to give a conduction to his or her students in making prediction and inference strategy in reading text,
- c. The teacher should extend their experience and knowledge to teach by the following seminar or workshops recently teaching about a reading comprehension strategy.

2. To the Students

- a. The students should improve their reading comprehension by using prediction and inference strategy,
- b. The students should use their prior knowledge in reading English book,
- c. The students are suggested to have English equipment such as; dictionary, grammar book, English book, etc and bring these in every English class.
- d. The students are also suggested to have positive attitude towards English and reading passage.

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